**Lesson Title:** Regions

**Name of Corresponding Unit:** Our Unique Place

**Creator:** Rachael Gustaveson and Anne Lessard

**Grade level(s):** 7

**Recommended Duration:** 80 minutes

**Essential Question:** What can learning about our own place tell us about other places?

**Specific Learning Goals for this lesson:**

* Students will know:
* The five themes of geography are place, location, human-environment interaction, movement, and region. The focus of this lesson is *region.*
* Students will understand:
* Every place has certain characteristics.
* Learning about our own place (Woodstock or VT) informs us how our place is unique.
* Studying places unfamiliar to us provide us with knowledge about the world with which we will be interacting.
* Students will be able to:
* Identify the theme of region.

**Lesson Overview:**

In this lesson, students will explore the definition of region through the use of children’s books.

**Description & Sequence:**

1. Students will share Xtranormal videos completed the previous day.
2. Taxonomy: Vermont
   1. Students will write out the alphabet in two columns on a sheet of paper. Students will then fill in as many letters as they can with characteristics that describe the region of Vermont. (2 minutes)
   2. Students will then turn to a partner and see if they can fill in the rest of the letters together. (2 min.)
   3. With their partners, students will try to fill out two characteristics for every letter. (2 min.)
   4. Share with the class.
3. Show the definition of region next to our class taxonomy page. Demonstrate how region can encompass all the other themes of geography: movement, human environment interaction, location, and place.
4. Another way to think about region: Pass out “Read All About It!” worksheet.
5. In pairs, have students read children’s books or fairytales together and fill out the grid on the worksheet. Have a pile of books ready for the students to choose from.
6. Discussion – Are any of these settings or regions like ours?
7. Consolidation: Chalk Talk - How does knowing about our own region help us understand these others?
   1. For the last 7 or 8 minutes, write the above question on the board. The students should be silent for this activity. Hand out three or four markers to students to write on the board.
   2. Students should respond to this question silently, and then pass the marker to someone who has not yet responded to the question.
   3. Once everyone has had a chance to comment (they may also comment on each other’s responses), they may respond again.

**Pre-Assessment:**

Taxonomy: Vermont – This exercise will demonstrate to the teacher how much the students already know about Vermont’s regional characteristics. Because region is often about categorizing, a taxonomy exercise demonstrates the different ways in which we categorize Vermont.

**Formative Assessment(s):**

Students apply their knowledge of regions to the final question: How does knowing about our region help us understand these others? Student responses will guide the beginning of next class.

How will you **Differentiate Instruction** for various learners?

The teacher should offer differing levels of reading materials for the “Read All About It!” activity. The teacher may also pair students according to ability or a higher-level reader with a lower level reader, whichever the teacher deems appropriate.

**Student-centered learning:**

*Collaboration* – Students collaborate both in the Taxonomy exercise and in reading the children’s books

*Choice* – Students choose a partner for the taxonomy exercise. Students may choose which children’s books they want to read.

*Challenge* – The application of knowledge in the final question of the day may be challenging for some students because it is applying the knowledge in a new context.

**Inquiry-based learning:**   
Students are participating in a structured inquiry led by the teacher in the Chalk Talk.

**Materials:**

Children’s books and fairy tales  
Markers  
Paper and pencil

**Resources:**

School library

Vermont Standards & Grade Expectations Addressed:

**R7: 12** Demonstrate initial understanding of informational texts (expository and practical texts) by…  
-Organizing information to show understanding (e.g., representing main/central ideas or details within text  through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)

**R7: 16** Analyze and interpret informational text, citing evidence as appropriate by…-Explaining connections about information *within* a text, *across* texts, or to related ideas  
-Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas)  
-Making inferences about causes or effects

21st Century Skills including Technology:

Critical thinking and reading

File Attachments:

None